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Vol. III II

SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

TASMANIA.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")

ONTARIO COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL RESEARCH
UNIVERSITY OF TORONTO

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INTRODUCTORY NOTE.

The following Report is reprinted from Vol. V. of "Special Reports on Educational Subjects" published in April, 1901. It was prepared from official documents by Mr. A. E. Twentyman. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects" already published will be found at the end.

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August, 1901.

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THE SYSTEM OF EDUCATION IN TASMANIA.

Introduction.

The island of Tasmania (which is almost as large as Ireland) was first discovered by the Dutch sailor whose name it now bears about the middle of the seventeenth century. He named it Van Diemen's Land, after the Governor-General of Batavia of that date; but the island, though occasionally visited by navigators and explorers, was not made a place of permanent settlement till the British Government determined in 1804 to remove the settlers on Norfolk Island to this place. 1804.

The early history of the settlement is a chronicle of ever-present difficulties. It is stated that one half of the immigrant population preyed incessantly upon the other half; the administration, which was entrusted to military officers, appears to have been too often harsh and arbitrary; and the common reputation of the young colony may be measured by the following statement of one of the island's earliest historians to the effect that a sober-minded soldier, having heard that there lived on the island one person reputed religious, journeyed fifteen miles to visit him and found him swearing. But the lesson of this journey was not altogether lost, for some little time later the efforts of a small band of soldiers, who belonged to the Methodist community, succeeded in starting the first Sunday-school in the island. 1821.

In Tasmania, as in the other colonies of the Empire, the practice of the Government had been to recognise only clergymen of the Established Church, and as they were specifically charged with the duty of instruction, the first schools were naturally connected with the Episcopal Church. But the absence of harmonious co-operation between the different denominations led to the passing of the Church Act in 1837. This measure established a system of concurrent endowment of the various religious sects, and the Nonconformists were not slow to urge that the same principle should be applied to the educational system also.

The attack on the Anglican position was materially aided by the recommendation of the British and Foreign School Society's system by the Colonial Minister, and by the authoritative transmission through the Colonial Office of a letter of Sir William Herschell describing the system prevailing in Cape Colony. Some few undenominational schools were established, but the Anglican party were opposed to any comprehensive 1838

scheme, and urged that if they were not to have a monopoly, the sums devoted to education should be distributed among the various denominations in proportion to the sums that they received under the Church Act. The Legislative Council, however, was disposed to support the undenominational system, and the matter was referred to the Home Government; the Colonial Office was then entrusted to Mr. Gladstone, and it was
1846. due to a suggestion in one of his despatches that Sir William Denison introduced a system of a fixed grant per head to denominational schools.

It was at this time that the post of inspector of schools was accepted by Thomas Arnold, the second son of the great Arnold of Rugby. He has devoted a few pages in his book, recently published, "Passages in a Wandering Life," to his Tasmanian experience. He condemns root and branch this system of fixed grants. "The system," he says, "was properly called the 'penny-a-day' system, returns of school attendance being made by the teachers and signed by the clerical managers on the basis of one penny a child per day being allowed as a school grant of the Government. To this way of administering State aid there were evidently many objections; while in large town schools the daily Government penny furnished a moderate provision, in thinly-peopled districts the grant was a mere starvation pittance. Moreover there was no local management, and there was little local interest."

Soon after Arnold's arrival a Commission was appointed consisting of representatives of the Anglican, Presbyterian, and Roman Catholic Churches together with the new inspector of schools. This Commission visited the public schools of the island, and their report was a unanimous condemnation of the existing system. It was abolished; the Board of Education was established, and the principle of fixed salaries to teachers adopted. The population of the island at this date is estimated by Arnold at 70,000; he nowhere mentions the number of schools, but this is stated in a "Handbook to the Colony of Tasmania," published in 1858, to have been 70 in 1856, with a school population of 3,717. The unnamed author of the "Handbook" also states that the school administration was under the control of the Board of Education, but he adds that in the year 1857—that is the year subsequent to Arnold's departure—two Boards were created, one sitting at Hobart and the other at Launceston. It may be that the proper explanation is, that in this year a second inspector was appointed, and as at that period the inspector was the sole executive officer and entrusted with the distribution of the sums granted by the Tasmanian Government, there may have been established in actual fact two independent authorities.

Public Schools Act of 1868.

Whatever the true explanation may be, in the Public Schools Act of 1868, which marks the next step in the educational progress of the Colony, mention is only made of one Board of Education; and this the Act continued under statutory authority. The Governor was empowered by the Act to nominate the Board which was to consist of not more than seven members. This

Board was to make provision for the elementary schools and determine the conditions under which grants should be given The executive officers of the Board were the Chief Inspector and his assistants.

I. Primary Education.

The present system dates from the year 1885, when an Act was passed which remodelled the central and local administrative machinery. The old statutory Board was swept away, and the administration was placed under the immediate control of a responsible Minister. There is not yet a separate Minister for the Education Department, for while the system of central administration comprises some 69 departments, there are only four Ministers with portfolios in the Tasmanian Cabinet, viz., the Colonial Treasurer, the Chief Secretary, the Attorney-General, and the Minister of Lands and Works. At the present time the Premier holds the office of Attorney-General, and the Minister responsible for Education is the Hon. B. Stafford Bird, the Colonial Treasurer.

The Act of 1885.

The Central Authority.

The chief administrative officer is the Director of Education, who is assisted in his administrative duties by a small official staff at Launceston, and in the task of inspecting the State schools by three inspectors. (The third inspectorship, after having been suppressed for reasons of economy in 1892, appears to have been resuscitated last year.) To this department is assigned the control of elementary education only; there is at present no State system of secondary education, and in his report for the year 1896 the Director of Education drew attention to this defect, and to the bad influence it exerts on the cause of elementary education. There is a State university receiving a considerable subsidy from public funds, but this institution is in no respect subject to the jurisdiction of the Education Department.

The system of aiding schools by the provision and maintenance of the buildings and equipment, and by providing the major portion of the teachers' income greatly simplifies the work of administration.

The "local authority" is styled the Board of Advice. As is implied in its title, this Board is by no means a local authority in the sense in which that term is currently employed in England. It has no rating powers (there are no local subsidies given to education), nor does it fall within its province to decide large questions of policy; its function is to assist in making the ministerial control over the State schools more effective.

The Local Authority.

The Board generally consists of seven members, and in the early days after the passing of the Act it was apparently the custom to appoint the rural municipal authorities to act as the Board of Advice; but now the usual practice is for the Governor to nominate individuals to serve on these Boards. It is possible that the shifting of the population made the school districts no longer concide with these rural municipalities, or it may be that the diversity of functions, which in a newly founded community fell

on the municipal authorities, unfitted them to discharge the duties towards the school imposed by the Act of 1885 upon the Boards of Advice.

It is in the power of this latter body to appoint one of their number, or any other person known to have a particular interest in the work of education, to act as "Special Visitor" for individual schools, and to be the guide and counsellor of the teachers, and whose duty it would be to protect their interests, guard them against undue pressure and from the frivolous complaints of irresponsible persons.

The chief burdens laid upon the Board of Advice are (1) the control of attendance and adoption of measures for rendering it effective; (2) the control of the expenditure of certain allowances granted to them: (α) for repairs of the school buildings, (β) for cleaning, (γ) for fuel. The amounts devoted to β and γ cannot be used for other purposes, though any unexpended balance from these sources may be transferred to α and the balance carried forward from year to year. In spite of the seemingly clear intention of these instructions, it is frequently noted in the Reports that the Boards of Advice have considerable difficulty in managing their accounts to the satisfaction of the auditors. A third duty of the Board is to consider applications for the remission of school fees.

Inspection.

The work of school inspection is undertaken by a staff of three inspectors. Up till last year the island was divided into a northern and a southern district, with headquarters at Launceston and Hobart respectively. But as many of the schools lie in thinly populated and remote districts, the energies of the two inspectors were severely taxed, and the addition of a third inspector was rendered all the more necessary by the desire to make the examination of the individual schools most thorough and searching. It is customary to pay two visits of inspection to each school. The first visit, of which notice need not be given to the teachers, is for the purpose of observing the general management of the school, the routine of instruction and the methods of teaching. On his second visit, which is duly notified to the teacher two days in advance, the inspector examines the school, and though there is no system of payment by results, each individual pupil is tested and classified by the inspector according to his proficiency in Reading, Writing, aud Arithmetic, and there is a tendency in official circles to test the efficiency of a teacher's instruction by the degree in which his classification corresponds with that of the inspectors, and to judge from the reports the inspectors are perhaps inclined to pay what in most countries would be regarded as rather too much attention to outward and visible results.

Attendance.

The Public Schools Act of 1868 made attendance at school compulsory between the ages of 7 and 12, provided that there was a school within one mile of the home of the pupil. By the Act of 1885 these conditions were made more stringent, the age limits were fixed at 7 and 13, and the radius of exemption increased to two miles, with power to the Board of Advice to fix

a further extension for their school districts, and in many cases the local authority has availed itself of this permissive clause. But the Act only empowered the educational authorities to require attendance on three school days in the week; this defect has been remedied by an Act passed in 1898, which requires the children of the legal school age to attend school on each school day in every week that the school is open. No statistics are as yet available to show the working of the new Act, but the attendance figures of recent years are admittedly unsatisfactory. Each month returns are made to the Department, and the lists are purged of these pupils who have not attended once during the month. Thus a new "roll" is formed each month, and the average monthly roll is used in computing the percentage of average attendance to enrolment. The following table gives the figures for the years from the 1888-1899:—

Year.	Schools.	Aggregate Enrolment of Scholars.	Average Enrolment from Month to Month.	Average Daily Attendance.	Percentage of Average Daily Attendance on Average Enrolment.
1888	220	17,125	12,002	8,730	72·74
1889	229	17,949	12,460	8,973	72·01
1890	240	18,156	12,640	8,898	70·40
1891	244	19,207	13,491	9,680	71·75
1892	251	20,659	14,549	10,654	73·23
1893	253	20,475	14,875	10,307	69·28
1894	249	19,967	14,476	10,594	73·18
1895	258	19,907	14,594	10,655	73·01
1896	270	20,826	15,772	11,508	72·96
1897	280	21,763	16,634	12,024	72·28
1898	292	22,517	17,136	12,015	70·11
1899	305	23,272	17,682	13,105	70·82

Since 1894 advantage has been taken of the powers conferred by the Act of 1885 to take a census of private schools. In the country districts it is probably a matter of common knowledge if any private individual keeps a school, while in the only two towns of any considerable size the truant officers, in spite of resentment frequently shown to such inquiry, visit the schools held in private houses, or furnish their addresses to the Department. The number of private schools known to the Department has increased from 154 in 1894 to 241 in 1899, and the average enrolment from 6,049 to 8,781.

Kinds of Schools

All schools receiving aid from the public funds are State schools, and must be under a certificated teacher. If any locality wishes to have a school it communicates with the Education Department, and if that office is satisfied that there is reasonable expectation of an average daily attendance of at least twenty being maintained the application is granted; it is a rule of the Department that in the country districts no two schools shall be within four miles of each other. The school buildings are, as a rule, the property of the State and vested in the Minister; the

Department, however, has the power of leasing suitable buildings, when it judges that this course is more expedient. The case of the central school at Launceston, where the State grant of £1,000 was made conditional on the raising of £600 locally, is probably exceptional.

Provisional schools are schools in which the average attendance is below twenty. If the attendance sinks below, twelve the school must be closed. But to meet the needs of such cases a new class of schools was created in 1894 called Assisted schools. When the average attendance falls below twelve the Minister may leave the teacher in charge of the school, and give a grant-in-aid of £30, if the children would otherwise be without education. Such schools are still under the supervision of the Board of Advice, and are liable to be closed at any time that the Minister determines.

Half-day schools are schools which are opened either for a portion (morning or afternoon) of each day only, or on alternate days, or on any number of days in the week less than five. The expression "Third-time schools" also occurs in one of the reports, and would appear to designate an even more fragmentary attendance, and if this interpretation be the right one it is not a surprise to learn that they are not a success.

For the purpose of further adult education (*i.e.*, of persons over 13) *night schools* have been established through the generous sacrifice of the teachers. The State gives no grants to such schools, but allows the use of the school rooms free of charge. The teachers are paid by the scanty fees, which must in no case exceed 2s. 6d. a week, and out of this income the cost of cleaning has to be defrayed. There were fourteen such schools in 1899, with an enrolment of 136.

Classification of Schools.

The State schools are also classified according to their size, but it is not clear what purpose this classification subserves. In the two cases in which the size of the school is the factor of supreme importance in determining the number and character of the staff, and in the apportionment of school fees between the head teacher and his assistants, the limits of size are not those adopted in the official classification. In this system all schools having an average attendance of 300 and over are in Class I. Class II. comprises schools with an average attendance between 200 and 300; Class III. between 150 and 200; Class IV. between 100 and 150; Class V. between 50 and 100; Class VI., 35 and 50; Class VII. between 20 and 35.

School Staffs.

Schools with an average attendance between 25 and 50 are under the charge of a certificated teacher, assisted by a teacher of sewing or a paid monitor. To schools averaging between 50 and 80 in daily attendance are assigned a head teacher and one assistant teacher, who gives instruction in needlework; and if the attendance is over 65 a paid monitor is allowed in addition to the two teachers. For schools having an average attendance of between 80 and 110 the staff consists of a head teacher, assistant teacher, and two paid monitors, with an additional monitor for every thirty pupils over 110. In the case

of schools with an average attendance between 155 and 170 two paid monitors may be replaced by a second assistant teacher.

The schools where the average attendance is not under 125, and where the head teacher holds a certificate of the first or second class, pupil teachers may take the place of paid monitors.

Instruction.

For the purposes of instruction the school is usually divided into six classes, and the children are classified according to their proficiency in reading, writing, and arithmetic, and no child may be promoted who has not attained in these branches the standard prescribed for the class in which it is placed.

Classes may be grouped for ordinary object lessons, for instruction in the principles of Technical Education by means of lessons on the industrial Arts and Manufactures, or in Drawing and Singing. Neither of these two last subjects is compulsory, and the reports frequently criticise the instruction in Drawing, which in many schools is said to be purely nominal. Singing is often not mentioned in the Inspectors' Reports, though it is the usual custom to make remarks on each branch of the curriculum.

The regulations also prescribe that "collective lessons shall be periodically given in every school on temperance and the laws of health; on the elementary principles of morality, with special reference to the duties of truthfulness, honesty, punctuality, industry, obedience to lawful authority, and respect and consideration for others"; but no indication is given in the reports as to how far the regulation is complied with.

Nor is there any information available to show how far the Kindergarten system has obtained a footing in the island, but the Regulations of 1893 recommended it as worthy of encouragement; from the statistics, however, contained in the Report it would seem that all the children attending the State schools, even though under the lower statutory limit of compulsory attendance, are distributed among the usual classes of the school.

The following is the Standard of Instruction prescribed for State schools:—

First Class (Lower).

Reading.—Sheet Lessons. First Primer. Oral Spelling.
Writing.—Single letters on slates from copy or blackboard, or models.
Arithmetic.—Numbers up to 20 on slates from blackboard or models. Oral exercises with objects.
Simple Poetry. Object Lessons. Physical Exercises.

First Class (Upper).

Reading.—Second Primer and First-book. Oral Spelling.
Writing.—Capital and small letters and words from copy or blackboard or models, and from dictation.
Arithmetic.—Numeration and Notation up to 200. Addition on slates, the total not to exceed 200. Counting by intervals of 2 and 3 up to 20. Oral exercises with concrete examples.
Simple Poetry. Object Lessons. Physical Exercises.

Second Class.

Reading.—First-book and Second-book.

Writing.—On slates, in round hand, sentences from copy and dictation, with transcription from reading-book; in copy-books, large and text hand.

Arithmetic.—Numeration and notation up to 2,000. Simple addition and subtraction, and easy multiplication. The multiplication table. Mental arithmetic.

Geography.—First notions, illustrated by reference to the neighbourhood and to the map of Tasmania.

Simple Poetry. Object Lessons. Needlework (Hemming). *Drill.*

Third Class.

Reading.—Third-book.

Writing.—On slates from dictation, with transcription from reading-book; in copy-books, text and round hand.

Arithmetic.—Numeration and notation, simple rules with easy exercises in compound rules (money), tables of weights and measures, mental Arithmetic.

Geography.—Map of Australasia, and outlines of map of the world.

Grammar.—Nouns, verbs, adjectives, adverbs, and personal pronouns, and the formation of simple sentences containing them.

Sacred History (Outlines). *Poetry. Object Lessons* (Industrial arts and manufactures). *Needlework* (Seaming and felling). *Drill.*

Fourth Class.

Reading.—Fourth-book.

Writing.—On paper from dictation and memory, with transcription from reading-book; in copy-books, round and small hand.

Arithmetic.—The compound rules applied to money and weights and measures in ordinary use, with reduction; mental arithmetic.

Geography.—Maps of Australasia and Tasmania in detail, and general geography of Europe.

Grammar.—Structure and parsing of simple sentences.

Sacred History (Outlines). *Poetry. Object Lessons* (Elementary science). *Needlework* (Stitching and darning) *Drill.*

Fifth Class.

Reading.—Fifth-book.

Writing.—On paper from dictation and memory with improved neatness and quickness.

Arithmetic.—Easy vulgar and decimal fractions practice, proportion; mental arithmetic.

Geography.—Europe in fuller detail, and general geography of the world.

Grammar.—Analysis and parsing of uninvolved sentences; simple derivations.
Sacred History and History of England (Outlines). *Poetry. Object Lessons.*
Needlework.—Stroking and setting in gathers, making button-holes; knitting. *Drill.*

Sixth Class.

Reading.—Fifth-books.
Writing.—On paper as in Fifth Class; practice in ordinary business forms and usages in correspondence.
Arithmetic.—Vulgar and decimal fractions, interest and other commercial rules, square root, mensuration. Mental arithmetic.
Geography.—Physical and general geography of the world, with special attention to the British Possessions.
Grammar.—Analysis and parsing, and the derivation of words
Sacred History, History of England, and Outlines of General History.—Poetry.
Object Lessons. Needlework. Drill.

The following table shows the classification of the pupils presented to the inspectors for examination in 1899—first the teacher's classification and then the classification of the inspectors after examination:—

	I_1.	I_2.	II.	III.	IV.	V.	VI.	Total.
Teachers' Classification -	2,253	1,541	1,983	1,806	1,298	1,790	321	9,992
Inspectors' Classification -	2,211	1,576	2,058	2,029	1,148	679	291	9,992

The ages of the pupils in the various classes were as follows in 1899:—

Age.	I.	II.	III.	IV.	V.	VI.	Total.
4 years - - -	51	—	—	—	—	—	51
5 „ - - -	499	—	—	—	—	—	499
6 „ - - -	931	35	2	—	—	—	968
7 „ - - -	1,307	235	30	2	—	—	1,574
8 „ - - -	1,370	627	215	29	2	—	2,243
9 „ - - -	824	816	545	147	15	1	2,348
10 „ - - -	414	696	791	433	79	11	2,424
11 „ - - -	199	402	761	626	313	68	2,369
12 „ - -	81	232	454	632	456	153	2,008
13 „ - - -	66	95	245	340	370	196	1,312
14 and over - -	27	59	116	237	372	387	1,198
Total - -	5,769	3,197	3,159	2,446	1,607	816	16,994

Religious Instruction.

The instruction provided by the State in the State schools is entirely undenominational. The first half-hour of morning school on each school day is appropriated to instruction in Sacred History; but it is specially provided that the teaching of this subject shall be strictly unsectarian and confined to the reading and explanation of passages selected from books approved by the Minister, nor is any child permitted to receive such instruction contrary to the wishes of its parents or guardian.

However, though the State teacher is debarred from giving any specific dogmatic instruction, such teaching is not altogether excluded from the school, but may be given by the ministers of the various denominations, so long as the following regulations are strictly observed:—

(*a*) The first half-hour of morning, or the last half-hour of afternoon school, may be appropriated as a time in which the children of any one Church or religious denomination may receive instruction from a clergyman or other duly appointed teacher of such Church, in a class-room attached to a State school, apart from the other children attending such school.

Where no class-room is available for the purpose of religious instruction, such instruction may be given after school hours, morning or afternoon, in the schoolroom.

(*b*) Religious instruction may not be given in any school on two consecutive days to the children of any one religious denomination. Attendance at a class for religious instruction is limited to the children who are registered as belonging to the Church with which such class is connected, and of whose attendance parents have not notified their disapproval.

(*c*) Clergymen intending to form such a class must give not less than one week's previous notice to the teacher, who shall make the necessary entry in the school time-table, and report to the Minister.

During the year 1899 2,189 visits were paid to the schools by ministers of religion for the purpose of giving instruction.

Teachers.

In his report for the year 1897 the Director of Education comments regretfully on the low standard of attainment, and attributes this to the lack of method on the part of the teachers. But this defect can only be remedied by insisting on the training of teachers. In the early days of the Colony it was proposed to adopt this course, and buildings for a model school were erected; but the plan was not carried out, and the new building was in Arnold's time granted to the inspector as his place of residence. Subsequently a model school has been started and still exists, but no account of its operations is given in recent reports beyond the bare statement of its financial position. The regulations suggest the intention of sending the teachers in country schools (if proper substitutes could be found) for a period of training at the Hobart school, and a similar course of study is regarded as the normal procedure after completing the term of apprenticeship as pupil teacher.

Teachers are classified as follows :—

Certificated Teachers	Class I.	
	Class II.	Division A.
	„	„ B.
	Class III.	Division A.
	„	„ B.
Licensed Teachers	Class IV.	Division A.
„	„	„ B.

All teachers are appointed and promoted by the Government. Promotion is regulated chiefly by the results of examinations, though weight is attached to the reports of the inspectors and the official records of a teacher's service.

The branches of knowledge in which candidates for a teacher's licence are examined are as follows :—Reading, Writing, Arithmetic up to Decimal Fractions, Grammar, the Outlines of Geography, English and Sacred History, School Management and Drill (Needlework for women teachers). Before candidates can be admitted to the certificate examination they must give satisfactory evidence that their general management of the school and their standard of proficiency and method of teaching in all the proposed branches warrant it.

Teachers of Class III, desirous of promotion must have served three years in that class, for at least two of which they must have been in the upper division and must be in charge of a school of over sixty children in average attendance. Similar conditions apply for promotion into Class I., but for this purpose an average attendance of at least 120 is required.

Elementary science is added to the list of subjects for the certificate examination; for Class II. the male teachers must take Euclid (I. to IV.) and Algebra up to Quadratics, while women teachers take Domestic Economy, and all must take either Latin or French. For Class I. no new subjects are added to the list, but the syllabus of the individual branches is extended and a higher standard is required.

Salaries.

The usual scale of salaries paid directly to the teachers by the Government is as follows :—

——	Salary.		Minimum average attendance required to justify salary.
	Male Teachers.	Female Teachers.	
	£.	£.	
Class I. - - -	130	110	150 scholars.
Class II.—A. - -	120	100	110 scholars.
„ B. - -	110	90	70 scholars.
Class III.—A. - -	100	80	40 scholars.
„ B. . .	90	70	30 scholars.
Class IV.—A. - -	70	60	25 scholars.
„ B. - -	60	50	20 scholars.
„ C. - -	50	40	12 scholars (provisional schools).

Since 1896 grants for meritorious service and successful passing of examinations have been resumed, and the fees paid on behalf of the pupils are divided among the staff; the principle of distribution will be explained later.

The salaries of Assistant Teachers are as follows:—

——	Male Assistants.	Female Assistants
	£	£
First Class - - - -	120	110
Second Class - - - -	100	90
Third Class - - - -	80	70
Fourth Class - - - -	70	60
Fifth Class - - - -	60	50

The following Table shows the range of the incomes that were actually received by head teachers in 1897; the highest amount paid to any individual teacher was £420. (The salary of a Minister of State of the Colony is £900.) The following figures include House Allowances or annual value of quarters provided:—

——	Male Teachers.	Women Teachers.
Over £400 - - -	2 average £413	—
Between £300 and £400 -	4 „ 355	—
„ 200 „ 300 -	16 „ 240	—
„ 150 „ 200 -	35 „ 175	—
„ 100 „ 150 -	82 „ 125	12 average £106
„ 70 „ 100 -	27 „ 89	35 „ 84
„ 60 „ 70 -	2 „ 64	9 „ 66
„ 50 „ 60 -	2 „ 56	8 „ 53
„ 40 „ 50 -	—	8* „ 46
„ 30 „ 40 -	—	2* „ 37

Pupil Teachers.

The Pupil Teacher system is organised on the same lines as in England; the standard of attainment required on entering the apprenticeship is that of the fifth class; and the period of service is generally four years. At the end of each year the pupil teacher is required to pass an examination in the subjects taught in the State schools, and also to conduct a class in one of

* Of these 10 teachers, 7 are in charge of Assisted Schools, *i.e.*, schools in which the average attendance is under 12.

them in the presence of the inspector, and to answer questions on method and general school management. A bonus on each pupil teacher who passes his examination is paid to the teacher responsible for his instruction. No pupil teachers are recognised in any school where the average attendance is below 120.

The services of the Pupil Teachers are remunerated at the following rates:—

——	Males.	Females.
	£.	£
4th year - - - -	50	40
3rd „ - - - -	38	32
2nd „ - - - -	28	25
1st „ - - - -	20	20

Monitors.

A paid Monitor must be over thirteen years of age and have passed the standard of the fifth class. They are not obliged to pass any annual examination. If they are over 16 and have served one year in the schools they may be admitted to the Pupil Teacher's Examination for the second year, and if successful their salary is increased to £20, and they are given the status of Junior Assistant (first grade); after a further year of service this salary may be raised to £30 with the status of Junior Assistant (second grade). In such cases one-half of the sum usually paid for pupil teachers is paid to the teacher of the school.

Fees.

State Education has never been free in Tasmania, but it is recognised by the Minister for Education that as soon as the finances of the Colony will admit of it, circumstances will demand the abolition of fees. There is at present a system of exemption, the State paying the fees for those children whose parents are unable to do so for themselves. But it seems that the generosity of the Government is often abused and the educational authorities regret the pauperising effect of this system. The amount thus paid by the State had increased from £268 in 1886 to £703 in 1895, when it was hoped that the high water-mark had been reached, but in 1897 the amount the State was called upon to pay was £1,022, on behalf of 2,418 scholars.

The amounts derived from fees are divided between the head teacher and his assistant staff, the portion devoted to the latter purpose being forwarded to the Minister and distributed by him according to his discretion.

The apportionment of fees between the head teacher and

his assistants is regulated in accordance with the following Table :—

Total Amount of School Fees collected in the School Quarter.	Amount to which the Teacher shall be entitled.	Percentage to which the Teacher shall be entitled on each successive amount of £10, or fraction thereof, received in excess of £12 10s.	Amount that the Teacher shall pay to the Minister as contribution in aid of maintenance of staff of Assistant Teachers.	Percentage payable to the Minister on each successive amount of £10, or any fraction thereof, received by the Teacher in excess of £12 10s. per quarter.
£ s.	£ s.	Per cent.	£ s. d.	Per cent.
12 10	12 10	—	—	—
22 10	20 10	1st 80	2 0 0	1st 20
32 10	28 0	2nd 75	4 10 0	2nd 25
42 10	35 0	3rd 70	7 10 0	3rd 30
52 10	41 10	4th 65	11 0 0	4th 35
62 10	47 0	5th 55	15 10 0	5th 45
72 10	51 10	6th 45	21 0 0	6th 55
82 10	55 0	7th 35	27 10 0	7th 65
92 10	57 10	8th 25	35 0 0	8th 75
102 10	59 0	9th 15	43 10 0	9th 85
		And 10 per cent. of all additional fees.		And 90 per cent. of all additional fees.

It is not stated in what proportion the amounts paid to the Minister in virtue of this regulation are distributed among the staff in schools where the head teacher has more than one assistant. The total amount thus paid to the Minister in 1897 was 1,100*l.*; while the total sum derived from the fees was 9,934*l.* The burden of collecting the fees still rests upon the teacher, and the knowledge that the fees are the property of the teacher was often the cause of neglect to pay them. The teacher's position has been so far improved by the Act of 1895, in that he has been relieved of the distasteful duty of pressing parents for the payment of fees, and of giving evidence in court for the recovery of fees; his certificate that the amount is due being accepted as sufficient proof. (Any false statement in such a certificate renders the teacher liable to a prosecution for perjury.)

It is quite possible that the present scale of fees presses hardly on a large number of parents. This scale has been but slightly modified since 1854, when they are said to have been earning generally double what they now receive. But the Minister has full power to make any reduction in individual cases that he deems advisable. The scale fixed by the Regulations of 1893 is as follows :—

	For Half-time Schools.	For Full-time Schools.
For one child - - -	6d. a week	9d. a week
„ two children - -	4d. „ „ for each	7d. a week for each
„ three „ - - -	3d. „ „ „ „	6d „ „ „ „
For each additional child -	3d.	4d.

If the fees are paid monthly or quarterly in advance they are reduced as follows :—

	For Half-time Schools.		For Full-time Schools.	
	Monthly.	Quarterly.	Monthly.	Quarterly
	s. d.	s. d.	s. d.	s. d.
For one child - - -	1 8	4 0	2 6	6 0
For each of two - - -	1 3	3 6	2 0	5 0
„ „ three - - -	1 0	2 6	1 8	4 0
For each additional child -	1 0	2 6	1 0	2 6

For the sake of comparison the following details as to wages are taken from the "Tasmania Handbook" issued by the Emigrants' Information Office. At Hobart and Launceston artisans received from 5s. to 10s. a-day according to the trade they work in, general labourers from 4s. to 6s. 6d., in both cases without rations. Farm labourers are usually boarded and lodged (not altogether comfortably), and receive in wages 10s. to 15s. a-week. In the mining district of Zeehan the ordinary wages in the building trade are 8s. to 10s. a-day; navvies and quarrymen are paid 6s. to 7s. 6d. a-day; gold and silver miners, 8s. 4d.; tin and coal miners, 8s.

II.—Secondary Education.

In the second decade of this century various proposals were made for the establishment of public schools giving a higher literary or scientific course of instruction, but such projects were afterwards left to be executed by private individuals. A more determined effort was made by Colonel Arthur, the Governor, in 1834, but the intention of closely allying the school with the Episcopal Church proved fatal to the execution of the scheme. Arthur's successor, Sir John Franklin, again took up this question of higher education, and describing the position of the religious denominations in the island, sought the advice of Thomas Arnold, of Rugby, in the guidance of the proposed institution. Arnold suggested a double chaplaincy and a religious education rather than a merely secular system. The Legislative Council sanctioned a scheme for the erection of a college, to which a preparatory institution, called the Queen's School, was to be attached. It was only this latter part of the scheme that was ever carried out, and this, too after being conducted for a few years and educating at a cost of £1,000 a year some twenty-three children—for the most part children of Government officers and opulent shopkeepers—was closed in 1843. From

this date the State has undertaken no responsibility with regard to the supply of secondary education.

There are, it is believed, some thirteen institutions in the island giving instruction of a higher standard than that given in the State schools; the majority of these schools are situated at Hobart and Launceston. In the case of the boys' schools many of them are of a semi-public character, often connected with a religious community, but the girls' schools are, without exception, under strictly private management.

Some of these schools were so far recognised by the Government that the exhibitions annually awarded, after competition, to the pupils of the State schools, could be held, in the case of boys, at certain specified schools, in the case of girls at schools proposed by the parents and approved by the Education Department. The exhibitions were awarded for the last time in 1897.

There is, however, still one school which is subsidised by the Government, though rather on account of its peculiar functions than from any desire to support secondary education. This is the Ulverstone Grammar School, to which is attached an agricultural side; moreover combined with the school there is an Agricultural College, at which immigrants intending to follow agricultural pursuits can observe the principles that govern colonial farming. It is probably this part of its programme which has earned for this institution, though under private management, the financial support of the Government.

It may also be noted that Tasmania (in common with New Zealand and South Australia) has established centres for the examinations for prizes and certificates conducted by the Department of Science and Art South Kensington (now amalgamated with the Board of Education). In 1899 68 papers in Science were sent from Tasmania to be examined by the Department of Science and Art. Of these 51 were Elementary and 16 advanced. 14 of the Elementary papers were marked first class or pass, 18 were marked second class. Of the 16 advanced papers, two were marked first class and nine second class. 175 papers in Art were sent from Tasmania to be examined by the Department of Science and Art. Of these 147 were elementary, and 28 advanced. 33 of the elementary papers were marked first class or pass, 47 were marked second class. Of the advanced papers 10 were marked first class, and 12 second class.

III.—University Education.

In spite of the failure to establish a system of State-aided secondary schools and higher colleges, it was still held desirable for the Government to encourage the higher instruction of its children even if it did not directly supply it. The desire took effect in the institution of the Tasmanian Council of Education, which body, after the manner of more distinguished models, proceeded to encourage the work of education by the establishment of an examination system and the award of scholarships and

exhibitions. Those who were successful in passing the examinations were rewarded with the title of Associate of Arts, and after some years this certificate was so far recognised by the University of Melbourne, that it exempted its owner from the necessity of passing the Matriculation Examination of that University. The exhibitions were awarded to suitable candidates who were still pursuing their studies in the educational establishments of the island, while the scholarships, of the annual value of £200, were intended to assist deserving pupils to pursue their studies at some British or Colonial University. Tasmanians, as a rule, are proud of their list of scholars, and some of the most prominent men on the island have been by this means enabled to pursue at other centres of learning those studies which have afterwards so materially contributed to the welfare of their country.

But as they grew in numbers and possessions the Tasmanians felt that something more was demanded of them, and in 1890 they passed an Act creating the University of Tasmania and endowed it with a revenue of £3,000 a year, which has subsequently been increased to £4,000. This institution has been recently affiliated to the University of Cambridge.

IV.—Technical Education.

There has been as yet but little scope for the development of any extensive system of technical instruction. There are only two considerable centres of population, and at each of these there exists a technical school managed by a local committee and aided by Government grants. The instruction is organised on lines similar to those of the London polytechnics, that is to say, there is no recognised standard curriculum, but the students join those classes which appeal to their interests or are advantageous to their professional pursuits.

The recent development of the mineral resources of the island has led to the establishment of a School of Mines at Zeehan, in the western district of the island; but the work of this school is most narrowly shaped towards practical ends, and the chief feature in the instruction are the classes in assaying.

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